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ABSTRACT

The Reading Classroom Explorer (RCE), a hypermedia learning environment for teacher education, was developed in 1996. The environment contains searchable video clips of six exemplary teachers teaching reading, transcripts of classroom clips, questions to spur thinking, reference citations, and an interactive notebook. A study explored: what sorts of arguments students used in their notebook papers, what role RCE content played in comparison to the content available from other sources, what kind of products emerged from the electronic notebook environment, and what ways students marshaled evidence to support their arguments. Participants, 10 small groups of two or three students in a Masters-level reading methods course, used RCE to investigate a question about literacy and write their findings in the RCE notebook. Findings suggest that the context of RCE use in this study, especially the in-class work time, collaborative small groups, and student-initiated inquiries, afforded these students an opportunity to delve deeply into ideas, issues, and concerns about literacy, and that the notebook provided a space for students to document their learning and thinking processes. Finding also suggest that using the RCE notebook-developed papers to present an inquiry promotes discussion among peers. Appended are an assignment description, a presentation description, the classification scheme, and notebook papers (coded for argument chunks). (NKA)

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Using Reading Classroom Explorer's Interactive Notebook:

Student-Initiated Inquiries in a Collaborative Setting

Presented at:

National Reading Conference

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Austin, TX

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Introduction

We developed the Reading Classroom Explorer (RCE), a hypermedia learning environment for teacher education, in 1996. The environment contains searchable video clips of six exemplary teachers teaching reading, transcripts of classroom clips, questions to spur thinking, reference citations, and an interactive notebook. This paper tries to unpack the ways that people use the interactive notebook as a space for thinking, writing, and presenting.

Our first investigation (Hughes, Packard, & Pearson, 1997a; Hughes, Packard, & Pearson, 1998a) focused on identifying the ways students navigated through and conceptualized RCE as a learning environment. Through this, we discovered that students saw RCE as a legitimate and helpful learning tool and that students possessed very different navigation schemas and conceptualizations of RCE.

With confidence that students felt this environment offered a unique tool to think about teaching and learning, we continued development and expanded our research investigations, we explored (Hughes, Packard, & Pearson, 1997b) the effects of RCE when it was incorporated as a more integral part of a teacher preparation course. We found students invested in RCE to varying degrees. Students who used RCE for a considerable amount of time tended to (a) have a partner; (b) use a cross-case lens in their analysis; (c) use specificity in use of clip evidence; and (d) have deeper engagement and discussion of issues in literacy. These findings pushed us to consider the effect of providing class time for all students to use RCE and of supporting group inquiry of literacy issues.

The current study is a follow-up to the aforementioned study of RCE use in a methods course. In that 1997 study, we used students' assignment papers and video-taped RCE work sessions to better understand RCE's impact on students' beliefs about literacy issues and about

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the teaching of reading. Based on those findings, we wanted to consider similar questions about RCE but in a different context. In this case, *small groups* of *practicing* teachers used RCE *during class* to develop *their own* inquiry question and crafted an *interactive notebook paper* to present their ideas. In this context, we wanted to consider the following research questions:

- What sorts of arguments did they employ in their notebook papers?
- What role did RCE content play in comparison to the content available from other sources, such as books and classroom observations?
- What kinds of products emerged from the electronic notebook environment?
- What ways did they marshal evidence to support arguments?

In considering these questions, where applicable, we contrast the current study's findings to those of the previous study. We consider how the context might have impacted the results we found. Now, we turn to the study. The following section introduces our methods, highlighting how this study's context is different than the previous study.

Methods

Context

Cathy Reischl, then a graduate-student instructor teaching a Masters-level reading methods course, expressed interest in using the Reading Classroom Explorer to support student inquiries. Using the RCE as a tool in her class allowed her to provide opportunities for students to use language and literacy in ways that matched her intentions for the course. As she stated in the syllabus:

> I've organized the class around images of literacy, with the intention that you will walk away having clarified your own point of view and having created new visions for your own practice. I hope that you will find the course useful; I also hope that it will encourage you to

continue to explore inventive ways of inviting children to be full participants in literate communities (Course Syllabus, p.2).

Through their exploration of an inquiry question in small, self-chosen groups, masters students did the kind of work they would have their own students do--they used language in meaningful ways to explore important ideas in a social context. The RCE offered a unique and engaging interactive context for doing this work.

These investigations were to occur during classtime, and the presentation was to be written in RCE's electronic, interactive notebook. Her proposal for use, as described, meshed with the context that we felt, based on our first investigation, was a better learning context for students. In addition, it would push our inquiries about using RCE for student inquiry farther. See Table 1 for a summary of the differences in context between the first (1997) and current (1998) studies.

Table 1

Contextual Factors in NRC, 1997 and NRC, 1998 Studies

	NRC, 1997 Study	*Current Study (NRC, 1998)*
Course Topic	Methods, literacy emphasis (Undergraduate level)	Reading methods (Masters level)
RCE Use Required	Required for one assignment	Required
RCE Use during class	Not available during class	Available during class
Writing/Inquiry Topics	Topics assigned by instructor	Topics chosen by students
Number of RCE Writing Assignments	3	1
Notebook Use Required	Not required	Required
Student Population	Preservice teachers	Practicing teachers
Group Work	Allowed and encouraged	Required

In the current study, student-participants were required to use RCE to investigate a question about literacy and write and present their findings in the RCE notebook. See Figure 1 for a visual example of a RCE notebook-based paper. The notebook features the use of text with "hot" video-clip excerpts (dots before and after words indicate a hot link to video). As one reads in the

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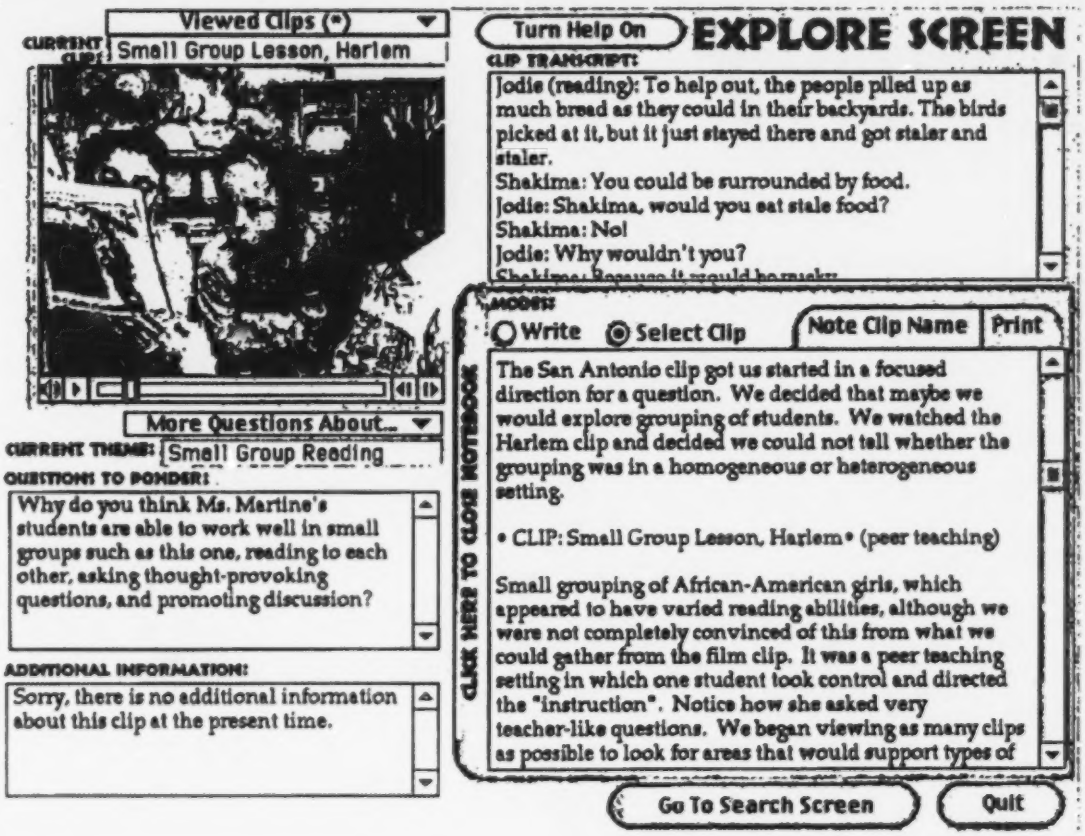
notebook, clicking on a video clip link immediately plays the video excerpt in the upper left of the screen. The current study used RCE more extensively, providing in-class time for group investigations and presentations. Class assignments in both studies were required, yet the current study's assignment topic was developed by the students and crafted in the RCE notebook. See Appendix A and B for the student directions for the assignment and presentation, respectively.

Figure 1

Reading Classroom Explorer Interactive Notebook Paper (bottom right)


Viewed Clips (*)
CURRENT CLIP:
Small Group Lesson, Harlem
Turn Help On
EXPLORE SCREEN
CLIP TRANSCRIPT:
Jodie (reading): To help out, the people piled up as much bread as they could in their backyards. The birds picked at it, but it just stayed there and got staler and staler.
Shakima: You could be surrounded by food.
Jodie: Shakima, would you eat stale food?
Shakima: No!
Jodie: Why wouldn't you?
MODES:
Write
Select Clip
Note Clip Name
Print
More Questions About...
CURRENT THEME:
Small Group Reading
QUESTIONS TO PONDER:
Why do you think Ms. Martine's students are able to work well in small groups such as this one, reading to each other, asking thought-provoking questions, and promoting discussion?
ADDITIONAL INFORMATION:
Sorry, there is no additional information about this clip at the present time.
CLICK HERE TO CLOSE NOTEBOOK
The San Antonio clip got us started in a focused direction for a question. We decided that maybe we would explore grouping of students. We watched the Harlem clip and decided we could not tell whether the grouping was in a homogeneous or heterogeneous setting.
• CLIP: Small Group Lesson, Harlem • (peer teaching)
Small grouping of African-American girls, which appeared to have varied reading abilities, although we were not completely convinced of this from what we could gather from the film clip. It was a peer teaching setting in which one student took control and directed the "instruction". Notice how she asked very teacher-like questions. We began viewing as many clips as possible to look for areas that would support types of
Go To Search Screen
Quit

Participants

Unlike the first study's preservice student-participants, the student-participants in this Masters-level reading methods course were practicing teachers or specialists. A range in gender, age,

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subject-areas, and grade level existed among the student-participants. Student-participants worked in small groups of two or three people. Ten small groups consented to participate in the study. Students held a range of attitudes and beliefs about their own competency in using technology. Several students were openly opposed to having to learn this program and look up articles on the web as requirements for the course. Interestingly, these people paired themselves with experienced computer-users as a way of coping with their concerns. Cathy encouraged this as she talked with people about forming groups.

RCE training session

In a training session, the first two authors demonstrated RCE after which students practiced using the environment. We also provided a user manual and made ourselves available during class, through Email and phone to answer questions. The third author (instructor of the class) modeled inquiry and analysis in RCE during class, before students began the project.

Data Sources

We collected ten RCE notebook papers which included their inquiry question and discussion as well as reflections on using RCE in their course, video-taped and audio-taped small group work during class, and video-taped and audio-taped final presentations of group inquiries. Students participated to varying extents; each decided what combination of paper collection and video-taped working sessions or presentations we could use or collect.

Data Analysis

We used the same coding rubric as developed for the 1997 study to examine the notebook papers. After reading the papers once, we added one more type of statement, "Metatextual" (see Appendix C for coding rubric). Students used these metatextual statements to stand back from the writing and analysis and reflect on it. For example, in the following metatextual statement,

Katy and Joe explain how they developed their inquiry question, "We decide [sic] we would conduct search on small group activities. Katy was hoping to gain some ideas to take back to her classroom. We came upon this clip that started our process". Metatextual statements often were located at the beginning to organize or situate the notebook paper.

The coding rubric classifies each statement at a propositional level, identifying claims, questions, interpretations, metatexts, evidence, and sources of evidence. All notebook papers were coded and verified by a second reviewer. We were careful to code the statements as they fit in the context with other statements. That is, we tried to understand at a contextual level, where multiple sentences could represent one claim or one piece of evidence. We were most interested in the structure of and patterns across the arguments presented in the papers. Therefore, we coded argument chunks: various combinations of claims and evidence, such as Claim-Evidence, Claim-Evidence-Interpretation (see Appendix C for further description of the coding process and codes). Patterns across notebook papers emerged. Video and audio-taped peer presentations were reviewed in order to ascertain how inquiry groups used the notebook paper's content in their oral presentation.

Results

Because the context of RCE use differed dramatically from our first study (e.g., in-class use, small group work, student-initiated questions, RCE notebook paper presentation), our analysis focused on unpacking the ways these student-participants used this space. To reiterate, we sought to identify (a) the range and characteristics of presentations crafted, specifically patterns in argument/evidence structures; (b) the types of evidence used; and (c) how such evidence was marshaled to support arguments. We wondered if use of RCE in a very different context would impact the methods and products of the inquiry process.

Findings

What sorts of arguments did they employ in their notebook papers?

To answer this question, we looked at the argument chunks in the notebook papers. See Appendix D for examples of three notebook papers coded for argument chunks. The argument chunks in this set of notebook papers are complex and sophisticated, in comparison to the previous study's papers. The most sophisticated argument chunks emerging from our first study were those located in "Investor's[1]" papers and included claims, evidence and interpretation. Students combined these statements in a rather unoriginal manner, usually in the CEI format: one claim, one piece of evidence and one bit of interpretation. In Appendix D, notice that across all papers (see page 9 for discussion of papers) these students predominantly used combinations of claim and evidence or claims, evidence and interpretation. Further, they combined these statements to create more complex and lengthy argument chunks. For example, in Kristen and André's paper, one argument chunk is ECIQE. They presented an example, made a claim, made an inference, asked a question, and presented another example.

The content of this set of papers most resembles the previous study's "Investor" papers. We attribute this to the fact that the context facilitated students in this study being able to work like the Investors in the previous study. They invested time in working with RCE (time to work was available during class), and they worked in small groups (facilitated discussion). Further, these students investigated a topic related to their own interests and professional concerns. These findings indicate that supporting in-class work time, small groups, and self-initiated inquiry topics may lead to more thoughtful, complex, and well-supported arguments in student work.

[1] In the previous study, we categorized students into three categories, based on RCE use: Investors, Compliers, and Resisters. Investors avidly used RCE to investigate all three paper assignments. Compliers used RCE for the one paper that required use of RCE. Resisters did not use RCE for any papers.

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What role did the RCE content play in comparison to the content available from other sources, such as books and classroom observations?

This set of notebook papers primarily used video clips as evidence to support claims. Five out of ten papers used one other type of evidence (e.g., from a book, class discussion, personal experience). However, in these cases, video evidence still predominated. For example, in Judy and Julie's paper, they referred to twenty-one pieces of video and five book/readings as evidence to support claims; in Kristen and André's paper, they used fifteen pieces of video evidence and one reference to a reading. This finding contrasts with the first study in which video was one of many types of evidence used to support claims in their papers. This finding is not surprising, for in this study, inquiry questions were developed through exploring RCE content and analysis and writing was completed in the RCE notebook. In the previous study, RCE was offered optionally for student investigation (except for one paper), and course assignments were not completed in the RCE notebook. Exploring the contexts which support development of more diversely-supported arguments is warranted.

What kinds of products emerged from the electronic notebook environment?

Through analysis of the argument structure and patterns in the notebook papers, we found that they fell into three broad metaphorical categories, each of which captured the way in which the authors organized their thoughts and invited us, as readers, to enter into their presentation. Several had the look and feel of formal papers, but others were more like personal narratives, and still others reminded us of think-alouds in which the authors shared their journey through the RCE environment.

Formal Papers. The three formal notebook papers are characterized by a formal APA-like, professional quality. Written in third-person, each situate their inquiry in a professional context

by stating their question and making a few general claims about it. A series of claim-evidence argument chunks immediately follow the introduction through to the end of their inquiry report. They simply and straightforwardly present their question, and claims and evidence to answer their question. Tracy, Paulina, and Anita's notebook paper exemplified these characteristics:

> Question: How can a teacher give emergent readers an understanding of how writing can be useful to them?
>
> Emergent writers are just beginning to see the connection between oral language and the written text. They need assistance in making these connections and building confidence in their ability to write what they say or think. They need an authentic purpose to be motivated to write.
>
> In this clip children are using drawings and symbols to represent what they what they will do later. This is a beginning step in writing. While modeling the conventional way of writing their message, the teacher also encouraged an inventive way of writing the same message. with use of the symbols. In this way, the students were able to "read" their message.
>
> • CLIP: Children Writing, San Antonio•

They open with the question they pursued. This is followed by a few claims about the topic and then moves into describing clips and how they relate to the inquiry topic.

Personal Narratives. The five personal narratives, similar to formal papers, also present a question and answer it using claims and evidence. However, several characteristics differ. All or part of personal narratives are written in first-person, connoting the authors' awareness of an audience. In addition, the authors situate the inquiry in a personal context. At the beginning, each personal narrative spends time discussing how they arrived at the question they chose to explore.

Finally, these presentations often make connections between the new ideas to themselves, as teachers. Sometimes this connection is made during the introduction where they describe the development of the question. For others, this connection is made in their interpretations of clips or at the end when they summarize their inquiry. Judy and Julie's paper had the feel of a personal narrative:

INTRODUCTION:

While exploring the Reading Classroom Explorer program, we tossed around a variety of ideas for creating a question. We began by thinking about the way Patricia Cunningham discussed how students learn to read through patterns in contrast to the traditional methods of teaching reading skills in isolation. We found this interesting, but it was difficult to find examples in the video clips. We then began talking about what impact Cunningham's idea could have on special education students, and even more broadly, on different learning styles in general. At this point, we just went through a variety of video clips in order to help us get an overall question.

Two things happened to refocus us and come up with the question we decided to work with. First, in looking at the clips, we began to notice how enthusiastic all the students seemed to be about learning to read and write. This contrasted sharply with many of our own experiences as an elementary special ed and a high school teacher. We wanted to know how to get that kind of response from our students....

The best approach for us seemed to be to compare the teachers and examine key features they all seemed to share. Therefore, our question became, "What are the common features of these classroom which promote student enthusiasm for reading and writing?"

In this paper, Judy and Julie invite us to really understand the process they went through in deciding upon an inquiry question. They talk about how ideas from class readings made them search for clips, how they refocused, and finally their inquiry question. Following this introduction was the more "formal paper"-type discussion of the question, with claims, evidence, and interpretation.

Think-alouds. The two think-aloud papers present the authors' development of an inquiry question, much like a stream of consciousness relay. These papers immediately present video clip analysis, often appearing messy and disconnected. Near the end of think-alouds, the authors identify the question they explored and make claims about the question. All evidence supporting and underlying these claims lies in the beginning analysis section, and no connections to this evidence is made. Laurie and Carol's paper exemplified a think-aloud format:

> • CLIP: Reading Materials, Danville•
>
> It is always difficult to find the resources to provide enough reading material at the appropriate reading levels and to extend throughout the entire school year. The magazines didn't seem to provide enough material that was at the reading level of the students in the clip. These students seemed to be picking up on pictures of familiar objects, usually advertisements of movies or TV shows they were familiar with…
>
> • CLIP: Great Books Club, Danville• After viewing the Danville tape, we became concerned about the lack of involvement the special ed students had with the rest of the building. Why is it that none of the students from the EMI classroom are joining the book club? Is it that the books are not at their interest, and or reading level or is there a social stigma for being in a special ed room?…. [to end of notebook paper]
>
> Reflections:

> After viewing the first two videos, we found ourselves questioning ways to find apropriate [sic] reading materials for low level readers… We became angry after viewing the Book Club portion of the Danville tape because it seemed that the special ed students were excluded…From this anger, we developed a question concerning the seemingly lack of quality inclusion in this particular school as well as schools in general.
>
> We feel that special ed students learn the same way as general ed students in a social context. This can happen for a special ed student in a general ed classroom. Special ed students, as well as general ed students, learn best when taught using a variety of methods, which most teachers do already. Therefore, there is no need for teachers to feel the need to restructure their classroom and change the way they teach in order to accommodate a special ed student. They don't have to create separate worksheets for these students.

In these excerpts, Laurie and Carol begin by linking to clips and critically commenting on the content they see. The clips do not necessarily seem to follow each other for a reason: one is about reading materials and one is about a children's book response club. At the end of the paper, Laurie and Carol bring it all together, identifying their question and making claims about the topic. No specific evidence is used to support these claims.

Discussion. The variety of paper types encourages us, as we are still trying to understand how students use this environment for learning. Rather than assessing these papers on the quality of the argument, we recognize that each serve different purposes in the inquiry process. Clearly, the think-alouds and personal narrative papers document thinking-in-action. The think-aloud specifically documents a group's work toward identifying an inquiry question to investigate. The personal narrative offers a metatextual glimpse at the development of a question but also offers some supported claims about the issue in question. These two paper types document thought

processes and a dialectical interaction between the RCE video clips and the group's development of ideas that formal papers (written in the RCE notebook or on paper) do not.

What ways did they marshal evidence to support arguments?

Because students used the RCE notebook where it is transparently easy to insert links to video clip evidence, we wondered how video clip evidence was marshaled to support claims. Patterns concerning how students marshaled [video clip] evidence emerged from our data analysis. There were three levels of evidence use: (a) thorough and specific description of how clip provides evidence; (b) unconnected claim and evidence; and (c) clip speaking for itself.

Thorough evidentiary explanation. After linking to a video clip in their papers, students would call the reader's attention to a specific part of the clip, explaining how it supported a claim they made. For example, Amanda, Elaine, and Dottie write, "In this clip [Semantic Web, Danville], the teacher again uses an IRE method in conjunction with scaffolding, in this case, to create a semantic web. When Jorge volunteers 'snakes', she scaffolds this response by having him complete her sentence regarding classification of snakes…." This specificity is usually followed with claims or interpretations of the clip content, in regards to the group's topic of investigation. Students in this study predominantly provided thorough evidentiary explanation for their claims.

Unconnected claim and evidence. In these cases, students link to a video clip, mention something specifically from the clip but do not tie the evidence to the proposed claim. In the following excerpt, Allison and Tamara link to a video clip, "Peer Sharing, Harlem," summarize some of the clip's content (*italicized* text) and then make two claims (**boldface** text).

• CLIP: Peer Sharing, Harlem•

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All domains of literacy are present in this clip: reading, writing, listening and speaking, viewing and visual representation. *The children are listening and viewing as Ayana reads her story aloud. They are responding to her text as two peers record their comments. The teacher is giving the students literacy experiences which are authentic and purposeful. Ayana speaks with the purpose of sharing her writing and the students respond to what has been read. The recorders write with the purpose of keeping a record of the class discourse about the text. These records are then given to Ayana to use in improving her story.* **We chose this clip as an example of children engaging in discourse where peers can act as "more knowledgeable" others in order to help an author improve his/her writing. This gives their discourse authentic meaning.**

In this excerpt, Allison and Tamara neglect identifying what in the video clip explicitly supports each claim. In these cases, the discussion of the video often does include the specific evidence that supports the claim, but it is left to the reader to make these connections.

Clip speaking for itself. The final manner in which students marshaled video evidence in their papers involved allowing the clip to speak for itself. In these cases, authors link to a video clip and make a claim, without providing any discussion of the clip nor how the linked clip supports the claim. In this set of papers, very few groups used evidence in this manner. However, Judy and Julie's excerpt provides an example:

• CLIP: Modeling, San Antonio•

This is another example of directly modeling writing. **This clip, in particular, acknowledges the fact that students can observe writing done in many contexts, but that explicit instruction is still important.** It is refreshing that she notes the students' "natural curiousity" [sic] about writing.

Judy and Julie do not explicitly show how the content of the video clip supports their claim (in **boldface**). They may see the connection; yet they do not clearly show the readers.

Discussion. In this set of notebook papers, where inserting video clips was easy, students did marshal evidence to support their arguments. However, even with instructor modeling and student directions emphasizing explicit discussion of evidentiary support, some students still linked to evidence and made no explicit explanation as to why it supported claims they made. The RCE notebook provides easy links to video evidence, but it does not guard against students making claims with inadequate evidence.

Conclusion

Our last study of students' RCE use in exploring literacy issues pushed us to consider that collaborative inquiry, in-class RCE work time, and student-initiated inquiry topics could impact student discussion and thinking about literacy issues. In this study, *small groups* of *practicing* teachers used RCE *during class* to develop *their own* inquiry question and crafted an *interactive notebook paper* to present their ideas. In this study, we analyzed student notebook papers and video and audio-taped oral presentations (with use of RCE) to unpack the ways that these students used the interactive notebook as a space for thinking, writing, and presenting.

Students' argument structures in their notebook papers were complex and thorough, using claims, evidence and interpretation. We feel that the context of RCE use in this study, especially the in-class work time, collaborative small groups, and student-initiated inquiries, afforded these students an opportunity to delve deeply into ideas, issues, and concerns about literacy.

The notebook provided a space for students to document their learning and thinking processes. Small groups used RCE to explore videos of teachers teaching in order to identify a question to investigate. They used video clips and the notebook to explore and document their

thoughts and questions about issues of literacy until they identified a focus question. In the previous study, preservice teachers were assigned a question to pursue. In this case, practicing teachers selected their own question to pursue. The ample connections between the focus question and the teachers' experiences leads us to believe that supporting self-identified focus questions is especially important for practicing teachers. We need to investigate further the impact of unidentified questions for preservice teacher users.

The final course products (RCE notebook papers) ranged from formal papers to personal narratives to think-alouds. Though we did not see how small groups used the notebook space *during* their investigation, these final products indicate that the notebook serves a variety of purposes during the inquiry process. The notebook may provide a space that better reveals the learning process to learners and to their teachers.

We also learned that using the RCE notebook-developed papers to present an inquiry promotes discussion among peers. In this study, small groups used the computers to present their inquiries to peers. This sharing sparked extended discussions of literacy issues. We surmise that familiarity with the video content serves as a common basis for these peer discussions. Because all the students are very familiar with the content, they easily comprehend and extend the arguments peers present.

The existence of deep discussion among peers excites us, as we saw similar discussions in the previous study among peer groups working with RCE. Again, in this study we see peers working together, presenting their ideas and experiences with teaching and learning, to really delve deeply to understand literacy concepts. In all cases, peer-peer interaction fostered these deep discussions. We are looking forward to understanding if our new Web-version of Reading

Classroom Explorer might also support such deep peer discussions, asynchronously and at a distance.

Appendix A

Reading Classroom Explorer **Assignment** Description

In this section of the course, we will use computer technology to assist us in exploring and critiquing a range of methods of teaching literacy to young children. You will be viewing four videos of successful reading teaching in class. These videos are cut into clips and organized by subject on the *Reading Classroom Explorer* program we will learn to use.

This project has two main goals:

1. To give you an opportunity to formulate a question about reading instruction that is relevant to you and to use video of instruction to explore that question from many angles.

2. To learn to use a hypermedia program and to think carefully about the literacy experiences students have when working together at the computer to construct new understandings.

We will work in the Tech Lab in Erickson on July 1, 3, 8 & 10 from 10:15 - 11:50. You will choose one or two other people to work with on the project. While much of our work will be during class time, it is likely that you will need to put in more time in a Macintosh lab to complete the project.

On July 1, your task will be to learn the program and to explore the two videos we've already viewed, the Harlem tape, and the San Antonio tape. As an exercise in learning to use the program:

Collect comparative examples of ways that the two teachers work within the tensions of "convention" and "invention" as they design their literacy programs.

On July 3 & 8, you will formulate a specific question that will be your focus for your exploration. *We will talk about possibilities for these questions in class.* You will keep a journal that includes video clips and text that will document your exploration.

On July 10, you will walk several other pairs through your journal record of your exploration. You will use your journal to describe how you pursued your question. This may include playing video clips that provoked or intrigued you, raising questions that arose as you pursued your own question and describing your current stance in regard to your question. You will also include a final reflection on your own learning through your participation in this project. You will hand in your journal on disk on this day.

Appendix B

Reading Classroom Explorer **Presentation** Description

Your task on Thursday is to work to explain the following to several other groups:

- Your question and how you arrived at this question.
- Your thinking about possible ways of addressing this question—and video images that support your thinking.
- How this exploration influences your own work and further questions this raises for you.

Your presentation should be organized on disk so that you can click on video clips and use text in ways that will help you and your colleagues understand your thinking.

Your disk should include enough written narrative so that I can read through it, click on video clips that you've included, and understand the points you are making.

Finally, at the end of your written work, include a reflection on your experience using this technology. Include observations about how you used listening, speaking, reading and writing to learn together.

You will hand in one disk for your group. Please clearly label the disk with all group members' names.

*Please remember that, similar to when you use a quotation in a paper, you need to explain the significance of video clips that you include. Do this in writing.

Appendix C: Classification Scheme

I. Classifying Statements

Statements	Evidence	Source of Evidence
1. Claim (C)	1. None	1. Personal/CT
2. Interpretation – Inference (I)	2. General	2. Video
3. Summary or Synthesis (S)	3. Specific	3. Book
4. Question (Q)		4. Class
5. Metatextual (M)		5. Other

II. Classifying Arguments

A. Naked Claims
All Claims (AC); Claim-Summary (CS)

> I would argue that the primary organization strategy in the classroom should be small group. The drawback to this strategy is that it requires the teacher to make the biggest investment "up-front," and it is probably the strategy that the teacher is least used to using. Under this strategy, the teacher must work with the students in the beginning to establish a set of ground rules, responsibilities, and expectations in order to guide the students in their endeavors. (Jack, AC, Paper 1)

B. Claim with Evidence
Claim-Evidence (CE); Claim-Evidence-Summary (CES)

> The teacher in the Hawaii classroom accessed students' previous experiences with caterpillars to assist in a guided reading exercise. Students wrote in their journals about what they knew about caterpillars before reading a book about a boy who learned about caterpillars. (Jessie & Nina, CE, Paper 2)

C. Claim with Interpretation
Claim-Evidence-Interpretation (CEI); Claim-Interpretation (CI)

> In addition, this teacher uses literature to teach skill instruction. For example, in the video she is shown teaching story grammar during a writing lesson. The students write a story based on a story that she has read to them, and as they write she points out the need to incorporate characters, setting, conflict, and a solution in their story. In the voice-over, she explains that she knew the students needed and were ready for this lesson based on the types of stories they had been writing, stories that had characters but no apparent plot. This is a fascinating way of typing literature to skill instruction, because the emphasis is on helping students express themselves more effectively, not simply on learning skills. (Barbara, CEI, Paper 2)

D. All Evidence (AE)

> The next classroom I visited was Danville where the students were performing prereading. She would review the long /e/ sound, using words that appeared in the story they were reading. She then extended the lesson to include word endings. She would hold up a piece of paper with the word "bee" on it. After the kids were familiar with the word, she would extend the paper to read "bees." // This classroom appeared to be rich in literature. (Stella, AE, Paper 2)

Appendix D: Notebook Papers, Coded for Argument Chunks

Elaine, Dottie, Amanda Formal Paper	Alice and Stuart Personal Narrative	Kristen & André Think-aloud
C	ECE	Q
ECE	CEI	CC
CEQ	CCCES	QCQ
ECEI	ECEI	CEIE
CEII	C	CEQI
C	CIEIC	ECC
EC	IIIII	EQCI
ECEIC	ECIEIS	AE
ECEI	CIEC	CECQQ
E	CI	ECIQE
IIIIII	ECI	SISQ
ECEI	CII	QCEI
	CII	EC
	CEC	CECCC
		EQECI
		EQC
		EEC
		EC
		Q
		Q
		AC
		CQQC
		CCC
		SC

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